FACULTY OF EDUCATION AND SOCIAL SCIENCES

DEPARTMENT OF EDUCATION FOUNDANTIONS

2013/2014 ACADEMIC YEAR   SEMESTER MAIN EXAMINATION

MASTER OF EDUCATION (EDUCATIONAL POLICY AND MANAGEMENT)

COURSE TITLE: ORGANIZATIONAL BEHAVIOUR

COURSE CODE: EPM 821

INSTRUCTIONS TO CANDIDATES

- Question one is compulsory
- Answer any other two questions.

1. CONSIDER THE FOLLOWING CASE

When Christine Muhande took over as chief executive officer at the Mckenzie Education Centre, the centre was in trouble. Mckenzie had started out as a Centre for Academic Excellence, known for producing the best results at both primary and secondary school level in the country. In two decades, it had become an established education provider in the sector. Mckenzie had grown from a dozen employees to two hundred, and its rules had grown haphazardly with it. Since then, both class attendance and examination outputs had steadily declined. First, Muhande studied the rules Employees could clock in anytime between 8:00 and 10:00 a.m. and leave nine hours later, between 5:00 and 7:00 p.m. Respective managers (primary and secondary school heads) were expected to keep monthly notes on the people working in their sections and make yearly recommendations to the human resources committee about raises, promotions, and firings. Muhande went down to the lounge where secondary school departmental heads were gathered. She was surprised to find a time clock on the wall. Curious, she fed a time card into it and was even more flabbergasted when the machine chattered noisily, then spit it out without registering the time. Apparently Departmental Heads were none too pleased with the time clock and had found a way to spoil it. They informed her that, they resented having their work evaluated once a month, and whenever they came up with an innovative idea to boost results, it often took months for the proposal to work its way up the centre's hierarchy to the attention of someone who could take action. By the time Muhande got back to her office, she had a plan. The following week, she called in both head teachers and all departmental heads, and asked them to draft formal rules and procedures for their individual areas. She told them she did not intend to lose control of the centre, but she wanted to see if they could improve class attendance and examination out puts as well as staff morale by creating formal procedures for their individual schools and departments.

i.   Describe the kind of resistance factors which restrain the implementation of the change process in the organization presented above.   (8Marks)

ii.   Explain the approaches used by Muhande to overcome the resistance (6Marks)

iii.   Explain the leadership styles adopted by Muhande.   (6Marks)

iv.   Describe any three disadvantages of informal organizations evident in the above excerpt.   (6Marks)

v.   Identify the features that make the Mckenzie Education Centre a mechanistic organization.   (4Marks)

2. a). Describe the role of sociology and social psychology in studying group dynamics.
                    (8Marks)

   b). Discuss the impact the external conditions on the formation of group.   (4Marks)

c) Explain how symptoms of group think and group shift can be overcome(3Marks)

3. a) Discuss the various steps in the communication process. (5Marks)

   b) Describe any five barriers to communication in organizations (5Marks)

   c) Explain how each of these barriers can be overcome. (5Marks)

4. a) Discuss the similarities and differences between Maslow's Hierarchy of Needs and the ERG theory. (10Marks)

   b) Explain the managerial implications of theory X for organizations today(5Marks)